4.

|  |  |  |  |  |
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| CATEGORY | **4** | **3** | **2** | **1** |
| **Drawings/Diagrams** | 4 Clear, accurate diagrams are included and drawings make the observation easier to understand. Diagrams are labeled neatly and accurately. A thorough written explanation is included. | 3 or 4 Diagrams are included and are labeled neatly and accurately. Only a few words in explanation. | Student has 2 or 3 shoddy drawings with no explanations, labels may not be present | Little or no effort |
| **Participation** | Used time well and focused attention on the activity. | Used time pretty well. Stayed focused on the activity most of the time. | Did the lab but did not appear very interested. Focus was lost on several occasions. | Participation was minimal OR student was hostile about participating. |

**Directions:** work with the materials provided to discover what magnets can do. **Draw 4 different diagrams** indicating **4 different functions** of magnets. Be sure to **label** your diagrams and **write an explanation** that explains your findings for each observation.

3.

2.

1.